

# Jennett's Park Creative Journey Planner YEAR 1 TERM Autumn 2

## *Empowering our children to flourish and achieve under God's love*

<b>Name of Unit: Wonderful Weather</b>		
<b>The Context ( Why):</b> To study seasonal change as part of the Year 1 curriculum		
<b>They need to know and understand:</b> <b>Science Objectives</b> i) Observe changes across the four seasons.  ii) Observe and describe weather associated with the seasons and how day length varies.  <b>Working Scientifically</b>  1. Ask simple questions and recognise that they can be answered in different ways. 2. Observe closely, using simple equipment. 3. Perform simple tests. 4. Identify and classify. 5. Use their observations and ideas to suggest answers to questions. 6. Gather and record data to help answer questions.	Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
	Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
	Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
	Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

### Immersion Activity- What do they need to know? How are you going to start with a bang?

Chn to receive a letter/video from Met office who are recruiting junior weather forecasters for the CBBC channel.

Chn to train as weather forecasters over the term and at the end of the unit, write and film their own audition tape to send to CBBC.

Have whole class discussion about what we will need to learn and how we will prepare ourselves for task.

### The Challenge or Big Questions

What impact do the 4 seasons and the length of the day have on our lives?

### Real life context and links to Wider World (International/ Charity/ World of Work)

- Looking at the job of weather forecaster, importance of this role.
- Explore southern hemisphere and alternate seasons. Does everyone have winter at the same time? Do all countries see seasonal change? E.g. those who live on the Equator.

### Activities (Possible Route of learning)

Recognise different types of weather and symbols that represent them, design own weather symbols.  
 Create a seasons wheel to describe the key events in each month/season of the year.  
 Learn a song about the seasons, and different types of weather ( link to Music and Dance)  
 Seasonal tree artwork.  
 Design outfits for different seasons of the year.  
 Write/film/record our own weather forecast to use topic vocabulary.  
 Look at day and night and how day lengths vary  
 Design and make a rain gauge to explore rainfall.  
 Create wind socks to explore wind direction

### Trips/ Visits / Experiences

Chn to explore weather using a variety of school made projects.(Making rain gauges/ weather stations/ wind socks etc)

Chn to record change in weather over a period of weeks. Weather diaries

Ask for any parents with links to careers in weather or forecasting that could speak to the year group.

### Challenge 10 activities

Visual thinking – which picture best represents...

Ranking – score your ideas/work/pictures from best to worst

Bagel thinking – represented visually on the playground

### Oracy Links

Presenting own weather forecast – focus on new vocabulary that links to the topic.

Reporting back on weather we have seen at school each week.

Weather diaries

### Vocabulary

Summer, Winter, Autumn, Spring, day, night, daytime, night time, wind, rain, snow, hail, sleet, fog, hot, warm, cold, freezing, frozen, thunder, lightening, storm, temperature, climate, seasons,

### Literacy, Maths and Computing Links

Written weather report

Instructions on how to make weather station equipment

Collecting data e.g. temperature

Recording data on a chart e.g. pictogram for favourite season

### How we will cover Owl Learning Behaviours and Rainbow Values in this journey

C - *Collaboration*

O - *Optimism*

P - *Perseverance*

P - *Pride*

I - *Independence*

C - *Challenge*

MD - *Managing Distractions*

♥ Love ♦ Honesty 🙏 Respect 🕊 Peace

👉 Forgiveness ⌚ Patience 🤝 Support

😊 Kindness & Joy

### Home Learning Projects

Create an Autumn leaf piece of collage artwork

Pick a season and create a diorama.

Create a weather diary.

Write about their favourite season.

Generate a collection of describing words for their favourite season.

Go for a walk in nature, enjoy jumping in puddles, kicking autumn leaves and stomping through the mud.

Take some pictures of a change in season.

### Final Quality Products

Seasonal art linked to Monet

Film their own weather forecast.

Chn to have made their own rain gauge and wind sock to create whole class weather station.

### How to Share and Celebrate Success

Chn to share their final recorded weather forecasts to their Year 5 link class.

Chn to watch and vote on who should be the new CBBC weather forecaster.

Send a copy of the winning videos to Met Office/CBBC for feedback on the children's work.